

## CAPA Level 1 Scoring

The scoring of Level 1 provides an assessment of the student's level of independence toward mastering the task. The student earns a higher score when he/she completes the task correctly after being given the standard cue or direction with no prompting. If prompting is necessary, the student's score is lowered after each prompt. Level 1 tasks must be administered in a sequential manner starting with a standard cue/direction and adding two prompts if necessary. The first prompt is a verbal or gestural prompt and then if necessary, the second is a physical or modeled prompt.

### LEVEL 1 Scoring Rubric

- 5 Completes task without prompts
- 4 Completes task with one verbal or gestural prompt
- 3 Completes task with physical/modeled prompts
- 2 Attempts task
- 1 Orients to task
- NR No Response

### Definitions:

**Cue/Direction** – Exact words or actions used to elicit a response as designated in the administrative manual

**Prompt** – A signal to stimulate the performance of a task after the standard cue or direction failed to elicit a response

**Wait Time** – Time interval allowed before a student initiates a response. Allowable wait times: Five seconds when a verbal response is expected Seven seconds when a physical response is expected

### To earn a score of 5:

The student must complete the task after the standard cue or direction. The standard cue or direction may be repeated one time after an appropriate wait time if the student does not initiate the task. If the student successfully completes the task after the repetition of the cue or direction, he or she earns a score of 5.

### To earn a score of 4:

If the student does not respond after the standard cue or directions are given and repeated, the examiner should choose from allowable verbal or gestural prompts that have been known to be effective with the individual student. If the student successfully completes the task after one verbal or gestural prompt, he/she earns a score of 4.

Allowable verbal/gestural prompts:

- Provide phrases or gestures that encourage the student to start the task such as, "Try to do your best", "Keep trying," "What do you think?"
- Touch the student lightly on the shoulder to get attention, gently move the student's face to get eye-contact with the examiner.
- Provide a verbal or gestural prompt that signals the student to take the first step required to complete the task, without providing the actual answer, such as, "Pick up the \_\_\_\_\_" or pointing to the stimulus material and gesturing for the student to move toward the stimulus. Repeat the standard cue/direction after indicating the first step.

### To earn a score of 3:

If the student does not respond after a verbal or gestural prompt, the examiner may give a more intensive physical or modeled prompt. After giving the physical or modeled prompt, repeat the standard cue/direction. After the physical prompt or modeled prompt is done, the student must **independently** complete the task correctly to earn a 3.

Allowable physical or modeled prompts:

- Provide a forced choice (narrow the choices to 1 out of 2), if applicable to the task
- Model completion of the task
- Physically guide the student through the task
- Provide hand-over-hand guidance to complete the task.

### To earn a score of 2:

No additional prompting is done after the physical or modeled prompt. If the student attempts the task he/she earns a 2.

### To earn a score of 1:

No additional prompting is done after the physical or modeled prompt. If the student's only response is to orient to the task, he/she earns a 1.

### No Response (NR) :

An NR rating can be given if the student makes no response and does not orient to the task. This rating can also be used when the student is unable to access the task, even with accommodations.